ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap penerapan model Project-Based Learning (PjBL) pada pembelajaran IPAS di SDN 18 Limboto Kabupaten Gorontalo. Penelitian ini menggunakan pendekatan kualitatif fenomenologis dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi, serta analisis data melalui reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penerapan PjBL karena pembelajaran menjadi lebih menarik, bermakna, dan mendorong keaktifan serta kreativitas siswa, meskipun masih terdapat kendala dalam kerja kelompok, pengelolaan waktu, dan kejelasan instruksi. Dengan demikian, model PjBL memberikan dampak positif terhadap pengalaman belajar siswa pada pembelajaran IPAS di sekolah dasar.

Kata kunci: Persepsi Siswa, Project-Based Learning, Ipas, Sekolah Dasar.

ABSTRAK

This study aims to describe students' perceptions of the implementation of the Project-Based Learning (PjBL) model in Integrated Science and Social Studies (IPAS) learning at SDN 18 Limboto, Gorontalo Regency. This study employed a qualitative phenomenological approach, with data collected through observation, interviews, and documentation. The data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that students had positive perceptions of the implementation of PjBL because the learning process became more engaging, meaningful, and encouraged students' activeness and creativity. However, several challenges were still identified, including difficulties in group collaboration, time management, and clarity of instructions. Therefore, the PjBL model has a positive impact on students' learning experiences in IPAS learning at the elementary school level.

Keywords: students' perceptions, Project-Based Learning, IPAS, elementary school.